School Quality Review Report:

Glenwood Leadership Academy

Review date:	**Tuesday, November 15 – Wednesday, November 16**
Address:	901 Sweetser Ave, Evansville, IN 47713
Principal:	Mrs. Tammy Dexter
Lead reviewer:	Jim Larson

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Part 1: Information about the School Quality Review

In 1999, the Indiana General Assembly enacted Public Law 221 (P.L. 221) which serves as Indiana's accountability model for schools and districts. In response to the accountability process, the State Board of Education developed a requirement that schools in year four of probationary status participate in the School Quality Review from a Technical Assistance Team (TAT).

The goal of the School Quality Review was to identify Glenwood Leadership Academy's strengths and areas for improvement relative to the following three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Within the three domains are twelve characteristics of high poverty, high performing schools as determined by Mass Insight Education's review of the research. The domains and the characteristics were converted into rubrics and processes to examine the various aspects of the school through multiple methods.

The actual review consisted of the Technical Assistance Team (TAT) visiting the school for two days. The TAT was comprised of Indiana Department of Education staff, an Indiana exceptional educator and a member of the Evansville community. During the two days, the TAT (1) conducted focus groups of students, teachers, parents, and community partners, (2) visited 18 classrooms for a minimum of fifteen minutes each, (3) observed after-school enrichment programming, and (4) interviewed school and district administrators. Prior to the visit, teachers completed an online survey with 19 of 42 teachers participating. The school leadership responded to a different online survey. Both surveys were aligned to the research on the best practices of high-performing, high-poverty schools.

This report summarizes the key findings for each of the three domains: Readiness to Learn, Readiness to Teach, and Readiness to Act, provides a narrative of data supporting those key findings, and offers recommendations for school-wide improvement.

Part 2: The School Context

Location: Glenwood Leadership Academy (GLA) is an Evansville-Vanderburgh School Corporation (EVSC) school located on the south side of Evansville, IN. The Glenwood neighborhood in which the school is located is currently in an economically challenged state, which contributes to GLA to having one of the highest rates of students qualifying for free or reduced lunch in the district.

History: Glenwood Leadership Academy was officially opened as a Kindergarten through 8th grade academy in the fall of 2010 when Glenwood Middle School merged with neighboring Culver Elementary School. Prior to the 2010-2011 school year, Glenwood Middle School served grades 6 – 8. The merger of the two schools paralleled the Evansville-Vanderburgh School Corporation's application to IDOE for a School Improvement Grant for the new Glenwood Leadership Academy.

In 2010, the Indiana Department of Education approved their application for the School Improvement Grant, infusing almost two million dollars a year into the school, renewable up to three years. Both the initial application and renewal application submitted by EVSC provide details as to how they leverage additional flexibility and funds to transform the school; however, a few key components are listed below:

- Implement Teacher Advancement Program (TAP) System for Teacher and Student Advancement, led by the principal and TAP mentor/master teachers. Meet weekly to analyze student data to create the school academic achievement plan; develop and review cluster groups' goals, activities and outcomes; ensure TAP evaluators are certified; conduct teacher evaluations; and ensure inter-rater reliability regarding teacher evaluations.

- Increase available technology by installing interactive Promethian boards in every classroom along with integrated student response systems to check for understanding throughout the lesson, purchasing two Macbook carts with 30 computers each, and providing 9 iPads for teacher and administrative use during professional development.

- Improve individualized, data driven instruction through professional support partnerships with Brown University and DataWise, both providing professional development for administrative and instructional leaders

Student Demographics: During the 2011-2012 school year, 393 students attended Glenwood Leadership Academy. The demographic breakdown of the student population is as follows:

- 55 percent of students are African American, 26 percent are Caucasian, 2 percent are of Latino or Hispanic origin, and 17 percent identify as another ethnic background. English Language Learners comprised 1 percent of the student population, significantly less then the state average of 4.8 percent.

- In 2011-2012, the Free and Reduced Lunch population was 95.4 percent, more than double the district and state averages of 47 percent and 39 percent respectively.

- In the same year, 35 percent of students at Glenwood Leadership Academy qualified for Special Education Services, significantly higher than the district and state averages of 17.9 percent and 14.7 percent respectively.

- The school's attendance rate from 2010-2011 AYP data was 98.7 percent, higher than the state average of 95.9 percent.

Student Performance: Academic achievement data from 2006 to 2008 at GLA show a positive trend over three years; however in 2009 ISTEP+ passing rates fell below 20 percent. Since then, scores have shown little growth, with 23.4 percent of students passing both portions of the ISTEP+ in 2011. In the same year, 59.3 percent of students in the district passed both sections of ISTEP+ and 71.3 percent of students passed both sections in the entire state.

In 2011, 38.3 percent of students passed the E/LA section of the ISTEP+ assessment, up 7 percentage points from the previous year; however, this remains significantly lower than the district and state averages of 68.8 percent and 78.7 percent, respectively. In the same year, 31.2 percent of students passed the math section of the ISTEP+ assessment, once again a significantly lower rate then the district and state at 68.3 percent and 80.1 percent, respectively.

Staff: The administrative staff at Glenwood Leadership Academy includes the principal, two assistant principals, two TAP master teachers and four TAP mentor teachers. The principal, Mrs. Tammy Dexter, was selected after an extensive search, based on her demonstrated knowledge and skills, to lead the transformation efforts laid out in the School Improvement Grant application. She was previously an assistant principal at a district high school.

Part 3: Main Findings

A. *Domain 1: Readiness to Learn*: Poor

1.1: Safety, Discipline, and Engagement – Fair

Present but limited and/or inconsistent evidence exists that the school culture, environment, and student engagement are routine and consistent.

1.1a – Minimal evidence exists that students are effectively encouraged to behave well, relate well to others and to have positive attitudes toward learning.

During both the parent and student focus groups, bullying was prominently raised as a major issue at GLA. Parents and students alike spoke passionately about the ways in which the specter of bullying disrupts the school's climate. Of chief concern was the commonly held belief that bullying incidents are responded to inconsistently. Parents reported two major needs: (1) male mentoring and (2) cultural competency training for teachers and staff to promote respect of students and their needs. The review team believes there is a need for substantive teacher and staff training to ensure high-quality instruction that is not limited to cultural competency. Students reported many of their peers have a negative attitude towards learning. The high number of disengaged students in classrooms confirms the pervasiveness of this negative disposition towards learning.

1.1b – Routine and consistent evidence exists that classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations.

The hallways of GLA are filled with student work and corresponding rubrics. Culturally diverse artwork is prominently displayed throughout the hallways. College pennants line a prominent hallway, reinforcing the expectation that all students will pursue some type of post-secondary education. For younger students who participate in the Head Sprout reading program, colorful charts mapping their progress are posted outside of their English/Language Arts classroom. While the hallways display a plethora of student work and celebrations of student achievement, classroom displays vary. In some classrooms, the displays of student work mirror those found in the hallways. In other classrooms, student work is posted but in a limited manner that has not been updated for months.

1.1c – No evidence exists that school routines and rules are implemented consistently and communicated clearly to students, parents and staff.

While school routines and rules clearly exist, their implementation was reported and observed to be sporadic. In both parent and student focus groups, school rules and their corresponding consequences were reported to vary based on who was administering discipline on a given day or during a specific period. Teachers also reported a tension between wanting to send students to the office for disrupting class and not wanting to increase the number of discipline incidents reported to the state. Observers noticed that hallway supervision during transitions, a time in which discipline issues can spike, varied greatly. Moreover, the enforcement of school rules during transitions and in classrooms

varied substantially. For example, in some instances students were told to tuck in their shirts, while in other instances teachers allowed them to enter and exit their classrooms without raising the issue.

1.1d – Routine and consistent evidence exists that the school has effective measures for promoting good attendance and eliminating truancy and tardiness.

Data on this indicator was collected through correspondence with GLA staff, particularly the school's counselor, after the site visit. Based on data collected through these correspondences and observations made during the site visit, it is evident that GLA has implemented a variety of measures to promote good attendance and curb tardiness and truancy. For instance, daily and period attendance from the previous day is given to homeroom and classroom teachers to verify for accuracy. Parents receive automated phone calls when their students are absent. When eight unexcused absences are accumulated, a letter is mailed to the parent to notify him/her of the importance of regular attendance and potential repercussions for continued absences. Telephone or personal conferences are made with parents and students at or prior to eight absences. It was reported that this attendance policy was shared with families beginning with GLA's Open House. During the parent focus group, attendance and truancy were not reported as concerns. This suggests that the policy has been effectively communicated to GLA families. The major concern that was raised during the parent focus group, bullying, is seen as a possible driver of student truancy. As such, the GLA behavior interventionist has implemented a comprehensive school wide anti-bullying program, which includes anonymous bullying report forms, guest speakers, and connecting activities. GLA has also implemented a number of social skills groups and after-school activities to help students to feel engaged and want to come to school.

1.1e – Minimal evidence exists that a robust core program ensures that students develop key learning and personal skills.

The core academic program at GLA is constrained by the absence of vertical and horizontal articulations of the curriculum. When pressed to describe how common planning time occurs and indicators of its success, it became clear that only in isolated instances are grade- or subject-levels planning in a manner that ensures skills and content knowledge are intentionally scaffolded. For example, two computer-based programs largely constitute GLA's approach to remediation and enrichment during success period. There are students in lower grades that are on-pace to complete the entire scope of these programs within a given academic year. Additional enrichment materials will need to be developed in order to address the limitations of the current approach.

1.1f – Minimal evidence exists that the school provides a well-rounded curriculum and enrichment activities, adding interest and relevance.

The current after-school program offerings, ranging from drum line to the stock market game, draw a certain subset of GLA students. Those afterschool programs that were observed or learned about through focus groups provided strong evidence that these initiatives are of interest and relevance to participating students. What is needed, however, is a dramatic expansion and coordination of after-school programming to ensure it is tied to academic

achievement and students' cultural needs. The principal reports that she would like to redefine a full-time employee's role to doing such work, with an emphasis on going into grade-level team meetings, identifying students' academic and socio-emotional needs and subsequently creating programs to meet said needs. The review team believes that this approach has great potential and hopes that such a redefined position can provide these services.

1.1g – Routine and consistent evidence exists that career education and personal goal setting are used to raise student aspirations and motivation.

Data on this indicator was collected through correspondence with GLA staff, particularly the school's counselor, after the site visit. Based on data collected through these correspondences and observations made during the site visit, it is clear that GLA has created and is implementing a variety of initiatives to promote career education and personal goal setting. The following examples were cited by the school's counselor and/or observed during the site visit:

- Through the 1003g grant, GLA has hired an extra counselor and generally they split the roles between K-4 and 5-8. However, both counselors and the other members of the Student Support Team (SST) have the opportunity to work with students from all grade levels.
- All SST members teach Second Step, a conflict resolution and feelings development program, to Kindergarten students. GLA has a Reflective Lunch program, which is broken up into four grade levels (K-1, 2-3, 4-5, and 6-8) and gives students who have repeated low-level behavior incidents an opportunity to reflect on their behaviors and make different choices.
- Each member of the GLA SST team also takes one grade level of students (grades 3-8) and discusses his/her GPA and grades at the end of each quarter.
- GLA dedicates a substantive number of professional development days to examine the social, emotional, and academic needs of their students and create a calendar to meet those needs and the Indiana Guidance Standards. Despite these professional development days, the review team observed the efficacy of their implementation to be mixed.
- Members of the SST divided the 8th grade students into small groups and met monthly to introduce graduation requirements, diploma types, and alternate high school options (e.g. Early College High School, New Tech Institute).
- Administrators and students from some of the high school programs have visited GLA to inform students about high school programs.
- The middle school counselor met with each 8th grade student individually to choose high school courses and discuss the importance of grades and ISTEP+ scores on high school course choices.
- The GLA student support advisor met with students to develop a four-year plan and enroll students in the 21st Century Scholars program.

1.2: Action against Adversity - Poor

Minimal evidence exists that the school directly addresses students' poverty-driven deficits is present but limited and/or inconsistent.

1.2a – Present but limited and/or inconsistent evidence exists that the school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.

1.3b – Present but limited and/or inconsistent evidence exists that the school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults is routine and consistent.

GLA has a full-time employee dedicated to parent, family and community outreach. This individual has attempted to leverage family involvement to combat the effects of poverty by creating and spearheading a family engagement committee. Unfortunately, this community outreach coordinator is leaving GLA. The principal has already identified an internal candidate to fill this role in hopes of maintaining the momentum built by the individual who started in the role at the beginning of the year. GLA also has a significant community clinic that provides substantive medical services to students and families alike.

1.2b – Present but limited and/or inconsistent evidence exists that the school addresses the needs of families so that they can better support student learning.

As mentioned above, GLA has a full-time employee dedicated to parent, family and community outreach. One of the major programs that this employee organizes is a monthly forum with two primary objectives: (1) inform parents of opportunities and programs at GLA and (2) help parents develop transferrable skills (e.g. word processing). This employee has also organized and executed a multicultural fair, Black history program and holiday gala. A Parent-Teacher association and a family engagement team also exists at GLA. A multitude of communication strategies also exist for informing parents and the community of opportunities and events at GLA. While the school should be commended for its outreach efforts, this indicator focuses primarily on the ways and depth to which a school provides its students' parents and guardians with meaningful training on how they can assist and support their child's learning. While the school does share information with parents about tutoring, additional trainings can and should be provided to help bolster parents' and guardians' capacity to support their child's educational growth. Moreover the parent focus group reported that it is critical to offer a meal at these events to promote attendance. Ultimately the roles and responsibilities of the parent/family liaison should be aligned to parents/family members' needs.

1.2c – Minimal evidence exists that the school develops students' skills, behaviors, and values that enable them to effectively advocate for themselves.

The review team heard extensively about two programs designed to serve female students at the school – the Ladies' Club and the YWCA. Teachers, school leaders, community advocates, parents and students all spoke highly of these programs and their impact on the girls who participate. Additional community partners such as the Boys and Girls Club also offered support services to develop students' socio-emotional skills. In terms of pervasive school-based programs to support this type of skill development, the review team heard about ACT and character education as GLA's primary programming to address students' socio-

emotional needs. However, no evidence of these programs was found during classroom observation and was not described by students, parents or teachers in focus group. Thus while some outstanding, niche programs may exist to bolster the needs of the whole child, the review team did not observe or hear reports of the ways in which ACT and character education provide these services across the school.

1.3: Close Student- Adult Relationships – Poor

Minimal evidence exists that the students' relationships with mentors/teachers are present but limited and/or inconsistent.

1.3a – Minimal evidence exists that the school works with parents to build positive relationships and to engage them as partners in their children's learning.

During the parent focus group it became clear that parent-teacher relationship are largely determined by how proactive a parent is in reaching out to her/his child's teacher as well as how amendable the teacher is to working closely with the parent. Some parents did express incredibly grateful and appreciative sentiments towards their child's teacher. More often, however, parents reported variant responses from teachers. For example, some parents reported signing their child's planner on a nightly basis to indicate to the teacher that they had reviewed her/his child's homework for that evening. Upon hearing of this procedure, other parents reported not knowing about this protocol. Another example of this variance involves the online grade reporting system. Universally, parents reported that they use and appreciate this service. However, they were quick to point out that some teachers report grades regularly and others do not. In sum, while systems for engaging parents and family members in their children's learning exist, their implementation varies greatly. It is vital that these "islands of excellence" become systemic.

1.3b – Present but limited and/or inconsistent evidence exists that the school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults is routine and consistent.

Please see above

B. *Domain 2: Readiness to Teach:* Poor

2.1: Shared Responsibility for Achievement – Poor

Minimal evidence exists that the school's organizational structure is routine and consistent.

2.1a – Minimal evidence exists that the principal ensures that there is strong accountability for student achievement throughout the school is routine and consistent.

The principal has a strong vision for teacher and staff accountability around student achievement, but substantial barriers appear to exist around the implementation of such a vision. The school leader was forthright about the foundational nature of her staff-wide goal

for the year – to ensure teachers are intentionally planning lessons. In doing so, she would like them to focus on power standards and creating a rigorous curriculum. Creating and implementing a standards-based curriculum is foundational to ensuring strong accountability for student achievement. In some classrooms it is clear that the teacher has invested a substantial amount of time and energy into not only planning isolated lessons, but to ensuring that each lesson contributes to a unit that has been thoughtfully crafted following the principles of backwards-design. In other classrooms it is clear that the teacher is attempting to teach directly from a textbook or web-based lesson, whereby they are learning the lesson as they are delivering it. As a result, student engagement varies greatly from room to room. Until the school leader has the flexibility to dismiss staff that do not meet her expectations for lesson planning and eventually for differentiation, accountability for student achievement will continue to vary greatly across the school.

2.1b – Minimal evidence exists that the staff feels deep accountability and missionary zeal for student achievement.

The type and depth of accountability for student achievement highlighted by this indicator was only detected in a small number of classrooms. In these classrooms, the intention of design was clear –from the structure of the lesson to the lay out of the room – and purposefully set up to promote student achievement and investment in learning. In some instances, efforts to promote student achievement were at best truncated by a lack of preparation for students' needs. For example, in one classroom students were using laptops to participate in an English/Language Arts or mathematics remediation or enrichment program. However, one student in the room played "Pac Man" the entire time because this was her second day at the school and the teacher had not secured a login for her or created an alternative activity. In other instances, the review team observed classrooms where teachers showed little investment in student achievement. As an example in one classroom a group of three students who were seated the furthest away from the teacher spent the vast majority of the class engaged in conversation and horseplay with little reprimand from the teacher. Instead, the teacher remained seated at a desk working with a few other students. Throughout the class, the teacher never circulated the room to check on other students' progress. In another classroom a teacher spent at least fifteen minutes asking students questions about a story, but the students had nothing in front of them to guide the discussion nor did the teacher seem to have anything prepared. During the course of the discussion, the teacher did not circulate the room, but instead stood in a position where many students could and did doodle on their desk or notebook without being noticed. Another student rested his leg in a nearby chair. Ultimately, while there are some teachers who are clearly invested in student achievement, many others appeared passively engaged in delivering their lessons to the detriment of student engagement and ultimately, their educational outcomes.

2.1c – Minimal evidence exists of a shared commitment to a vision of the school, including challenging goals for all students.

As highlighted in many of the classroom examples described in the previous section, a shared commitment to the school leader's vision and goals for the school does not exist. The principal clearly articulated that her primary goal for the year was to ensure lesson planning was intentional, focused on power standards and resulted in the development of a rigorous

curriculum. The emphasis on rigor, according to the principal, was something she especially wanted to see in the middle school classrooms to prepare students for honors high school courses. The principal described efforts to ensure all teachers were submitting lesson plans weekly and unit plans monthly, but until she has the authority to counsel out those teachers who do not meet these expectations, the response rate to these foundational requests appears destined to be mixed at best. It should be noted that there are a number of teachers at GLA who understand and are able to implement the principal's vision for the school through standards-based, engaging lesson plans aligned to a unit plan and scope and sequence of objectives. However, the implementation of this vision must become routine at GLA in order to transform the climate in the majority of classrooms and ultimately drive improved student achievement.

2.1d – Present but limited and/or inconsistent evidence exists that the school corporation drives the accountability agenda.

The district showed investment in GLA through its application to the IDOE in 2010 for a School Improvement Grant (1003g). This is evidenced by the fact that the SIG application coincided with the merger of an elementary and middle school to form GLA. GLA was awarded this grant and is currently in its second year of funding. In her first year leading GLA, the principal was challenged by the responsibilities of implementing a grant that she did not have a part in writing. However, she reported feeling supported by the district last year when implementing this major grant. Recently, the district has hired a new superintendent and subsequently reorganized its central office. The shift in responsibilities and personnel at the district level has caused some confusion as to who the principal should report to and work with in order to implement the 1003g grant and all other school improvement initiatives. She did, however, report feeling especially supported by two specific members of the district office staff.

2.2: Personalization of Instruction – Poor

Minimal evidence exists that assessment data is being used to personalize instruction.

2.2a – Present but limited and/or inconsistent evidence exists that the school utilizes a coherent system to provide detailed tracking and analysis of assessment results.

A data coach has been hired to assist teachers with mining and making sense of their students' data. The data coach is split between the two 1003g recipients in the district. From there, TAP master and mentor teachers are supposed to provide professional development to ensure teachers are using data to inform their planning and instruction. To date, this system for building teachers' capacity to collect, track, analyze and rethink instruction based on student assessment results is not yet operating as designed. Given that this is the first-year for the data coach and for TAP, both entities have been focused on more formative aspects of their job responsibilities (e.g. aligning data benchmarks to SIG goals, training teachers on the TAP rubric). Once fully operational, this multi-faceted approach to building teachers' capacity to do data-driven instruction has potential for success.

2.2b – Minimal evidence exists that teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.

Predictive Acuity is used every six weeks to track mastery towards state standards. Within GLA, certain grades and teams are moving towards pre- and post-assessments. However, this practice is not yet consistent across the school. In addition to these assessments, GLA teachers were also provided data profiles from the corporation for each of their students showing their previous Acuity and ISTEP+ scores as well as relevant demographic information. These profiles are updated every benchmark period to reflect each teacher's current roster and each student's most recent data. Thus while data is being collected from multiple sources, there is little evidence that it is routinely being used to inform and differentiate instruction.

2.2c – Minimal evidence exists that teachers give feedback to students, involve them in the assessment of their work and in the setting of achievement goals.

During the site visit, the review team observed a professional development session during professional learning community time. TAP master teachers were reviewing with teachers the section of the TAP rubric regarding providing meaningful feedback to students. As is standard with the first-year of TAP implementation, the first few months are spent familiarizing the staff with the rubric. However, GLA's TAP implementation is behind schedule due to a delayed start. As a result, TAP master and mentor teachers were not yet observing and coaching teachers on how to give feedback to students.

2.2d – Present but limited and/or inconsistent evidence that the schedule is used flexibly to ensure that individual student needs are met effectively.

The principal was able to revamp the K-5 schedule in such a way that there are double blocks (total of 80 minutes) for English/Language Arts and Math on a daily basis. The schedule was also tweaked so that the school day started earlier and included five additional professional development days. However, there has yet to be a similarly substantive change to the middle school schedule to ensure sufficient time is available for remediation and enrichment of core content (ELA and math). Even though the lower school has this time built into each day, the review team had substantive concerns about the programming used for "success period" to address skill gaps, provide extra reinforcement and offer enrichment opportunities.

For mathematics, GLA uses a program called EPGY. Teachers and students cited this program as promoting low levels of engagement. At least one teacher seems to have abandoned EPGY and is instead using Apangea because students find it to be much more engaging. The review team observed the teacher who adopted an alternative to EPGY to be one of the most effective teachers in the building. Because an effective teacher felt it necessary to adopt a different program makes it clear that the program's effectivness needs to be reviewed. For reading, GLA uses a program known as Head Sprout. This program rates much higher on engagement, but teachers raised questions about its level of rigor for students beyond grade three. In both instances, teachers shared that they are greatly concerned about the lack of additional resources to support students who fulfill all components of the current programs or who need a different type or approach of remediation. As an example, a

Kindergarten student has already progressed multiple grades in Head Sprout. At this pace, s/he will quickly complete the program and thus need additional resources for enrichment.

2.2e – Minimal evidence exists that the overall impact of planning, instruction and assessment leads to effective student learning.

Expectations for teachers' lesson planning were set by the principal this year. These expectations were informed by best practices for lesson planning (e.g. backwards design) and asked that teachers align lessons to power standards and focus on rigor. Based on classroom observations, these expectations were being met by some teachers. However, as evidenced by the lack of planning and intentionally evident in many classrooms, there is a disconnect between these expectations and instructional practice in many classrooms. There is limited evidence that planning is explicitly informing instruction.
While multiple forms of student assessment (e.g. Acuity, ISTEP+) are used across the school, linkages between the results, an analysis of the corresponding data, and intentional modifications to instruction based on this data analysis are only occurring in certain classrooms. Through the data coach and TAP master and mentor teachers, there is sufficient infrastructure to support whole staff professional development pertaining to these critical school improvement elements (e.g. planning, instruction and assessment) and their linkages. Given the variability in instructional quality across the school, it will be important to ensure these professional development topics take precedent over other conflicting or supplementary school improvement initiatives.

2.3: Professional Teaching Culture – Poor

Minimal evidence exists of a professional culture that promotes faculty and staff participation.

2.3a –Minimal evidence exists that the faculty works together, incessantly and naturally to help each other improve their practice.

Through TAP, professional learning community (PLC) time has been built into the schedule. Some of this time is spent informing teachers about TAP. At the time of the review, PLC sessions dedicated to TAP had thus far focused on familiarizing teachers with the elements of the TAP rubric. Going forward, PLC time must be leveraged to provide structured and monitored opportunities for the faculty to work closely in both subject- and grade-level teams to improve their instructional quality and curricula. Put another way, while the built-in PLC time ensures that there is time dedicated each day to familiarize teachers with the TAP rubric, its usage to date has not resulted in the necessary depth and degree of faculty collaboration.

2.3b – Minimal evidence that the principal uses classroom observation and the analysis of learning outcomes to improve teaching and learning.

The school leader admitted that scheduling and executing classroom observations is challenging given the host of other issues that present themselves on a daily basis. The review team believes that regardless of outstanding issues, scheduling and executing classroom observations is of paramount importance. She reported that there is an informal

evaluation schedule that is designed to ensure an administrator visits every classroom at least every two weeks. However, the principal acknowledged that a consistent protocol for classroom walkthroughs was needed to promote the fidelity and quality of feedback provided. It is the principal's hope that next year each teacher will receive an individual professional development plan based on observations conducted this year through TAP and by administrators. To date connections between classroom observations and professional development do not exist.

2.3c – Present but limited and/or inconsistent evidence exists that the professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.

This year's professional development calendar and content is vastly shaped by TAP. Other smaller initiatives continue to receive some professional development time, including ACT and cultural competency. Given the delay in initiating TAP at GLA, teachers were still being trained on the rubric at the time of the site visit. While such training is vital for the success of subsequent phases of TAP, its impact on instructional practice is limited given that TAP master and mentor teachers have limited time to observe teachers and provide coaching when focused on the rubric. Time must be allocated for observations and subsequent coaching as soon as possible.

C. *Domain 3: Readiness to Act:* **Fair**

3.1: Resource Authority – Fair

The principals' freedom in making decisions is present but limited and/or inconsistent.

3.1a – Present but limited and/or inconsistent evidence exists that the principal has the authority to select and assign staff to positions in the school without regard to seniority.

While district leaders informed the review team that the principal has the flexibility under the 1003g grant to create job descriptions and hire the person she believes is most fit for the position, there were three staff members placed in GLA from other district schools. This includes a former high school special education teacher who is currently assigned to teach third grade. Although flexibility in hiring and position creation are important forms of autonomy, when teachers are force placed in a building regardless of the principal's opinion it can create substantial hurdles to enacting a shared sense of direction and purpose across the teaching staff.

3.1b – Present but limited and/or inconsistent evidence exists that the school has developed adequate human resource systems.

Through the 1003g grant, returning teachers were provided a few additional dollars to spend in their classrooms as an incentive and award for staying with the school. Anecdotally, the school leader has tried to reward teachers with the autonomy to start extracurricular activities or programs that they are passionate about while simultaneously removing or dialing back initiatives that teachers report not benefiting from. "The Ladies Club" is an example of an

extracurricular program sponsored by GLA teachers and staff passionate about providing mentoring and leadership development opportunities to young ladies within GLA.

3.1c – Routine and consistent evidence exists that the principal has the authority to implement controversial yet innovative practices.

While district schools are required to use Data-Wise, the principal has been given additional flexibility. Specifically, the principal was allowed to use the Data-Wise coach to support one of the TAP master teachers with data-driven instruction. GLA is also provided access to teacher and school leader data dashboards by the district. However, the district does not require them to use the dashboards in specific ways. Across the district, schools are required to implement Data-Wise and data dashboards in specific ways. Thus GLA's flexibility from these stipulations is significant in that it allows them to focus on implementing TAP without the additional requirements to use Data-Wise and the data dashboards in the same manner as other district schools.

3.1d – Present but limited and/or inconsistent evidence exists that the school corporation enables the principal to have the freedom to make decisions.

The principal had the flexibility to make mid-year changes in personnel to reassign highly effective teachers to coaching roles in preparation for the implementation of TAP. The principal was also able to rearrange the kindergarten schedule so that they started their day with reading as opposed to electives. She was allowed to add a homeroom for grades K through 2 at the start of every day. The district also supported a change in the school's start time to 7:45am, twenty minutes earlier than the previous year. However, all self-contained special education students leave twenty to thirty minutes early each day, seemingly due to busing constraints. The review team believes this is a significant issue that must be addressed, regardless of busing logistics.

3.1e – Present but limited and/or inconsistent evidence exists the school corporation directs resources, including staffing, to schools differentiated on the basis of need.

The district's efforts to provide substantive funding and flexibility to GLA were solidified in their application to the IDOE on behalf of GLA for a 1003g grant. This approved application will, subject to meeting performance goals, provide GLA with another year of additional funding and flexibility. In applying on behalf of GLA for a 1003g grant at a time in which the grade span was shifting to K-8, the district demonstrated a substantive commitment to directing resources to the school based on its P.L. Law 221-1999 status and corresponding needs. As a 1003g grant recipient, GLA's school leaders should have the authority to make staffing decisions. In some ways, the principal does have the flexibility to hire her own staff. However, the forced placement of three teachers from other schools in the district contradicts this expected flexibility and authority inherent with 1003g grants.

3.2: Resource Ingenuity – Fair

The principal's resourcefulness and ingenuity is present but limited and/or inconsistent.

3.2a – Present but limited and/or inconsistent evidence exists that external partnerships have been strategically developed to engender academic improvement.

Through the district's site council model and the school's own set of partners, there is a robust group of external partners who are actively involved in the school and its corresponding community. In order to maximize these partnerships, intentional connections must be made with students' after-school involvement and their demonstrated academic and socioemotional needs. Those partnerships that exist are managed in an intentional and organized fashion through district- (e.g. the "big table" – district-sponsored meetings with community partners) and school-level (e.g. parent and community liaison) leadership. Both the school leader and families acknowledged that while there are high-quality extracurricular options made available through these partnerships, there is a need for additional opportunities, particularly ones offering mentoring for young adolescent males.

3.2b – Minimal evidence exists that the community is encouraged to participate in the decision-making and improvement work of the school.

The school leader admitted that the family engagement team is in the early stages of their work to support GLA's improvement. The corporation has provided relevant training to the members of this team. While there were challenges in forming the team, the school leader is hopeful that this group can participate in meaningful ways to drive school improvement by aligning the expressed needs of parents and family members with the family engagement team's initiatives.

3.2c – Present but limited and/or inconsistent evidence exists that the principal promotes resourcefulness and ingenuity in order to meet student needs.

The school leader has initiated, supported or continued a number of efforts designed to meet the unique needs of students. Recognizing the need for a young ladies' mentoring program and the interest within her staff to providing such programming, the school leader has supported the young ladies after-school program. In response to concerns about the school's behavioral culture, she initiated programs such as A.C.T. designed to proactively address this issue. Ultimately, while the school leader has shown the initiative to support or instigate programs designed to meet the needs of students, these efforts have yet, in most cases, to have their desired impact. The review team suggests that the school leader cull together feedback from this report, SIG review team reports and other evaluative reports to document the most frequently mentioned student needs and then compare these needs to existing GLA initiatives. Based on this information, the school leader will be able to ascertain (1) if initiatives exist to address frequently raised student needs and if so, (2) she should then consider what barriers exist to their successful implementation and effectiveness. Ultimately, the only initiatives that should remain at GLA are those that directly and effectively meet the school's academic needs.

3.2d – Routine and consistent evidence exists that the school corporation has district-wide structures and strategies to maximize external resources.

The school corporation has dedicated both structural (i.e. 123 building – a district building where staff focus on community partnerships and engagement) and programmatic (i.e. the "big table") resources to ensure district-wide structures and strategies exist to maximize community partners and other forms of external resources. Going forward, the district has articulated a clear vision and set of action steps to align community partners with demonstrated student academic needs.

3.3: Agility in the Face of Turbulence – Fair

The principal's inventiveness and flexibility during conflicts and challenges is present but limited and/or inconsistent.

3.3a – Present but limited and/or inconsistent evidence exists that the principal has the capacity to ensure school improvement.

The school leader has a clear understanding of those items that most prominently drive school improvement – consistent school culture expectations, instructional quality and a professional teaching culture. The review team found evidence of specific action steps she has taken to address each of these critical areas (e.g. A.C.T., TAP and PLCs). However, the implementation of these efforts, despite being driven by best practices for school improvement, have not yet resulted in substantive school improvement. This can be attributed to inconsistent implementation of best practices across classrooms, an overload of school-wide initiatives, and the need to align all initiatives with students' academic needs.

3.3b – Present but limited and/or inconsistent evidence exists that the principal provides competent stewardship and oversight of the school.

The school leader has clear performance goals and priorities to drive school improvement at GLA. In her first year as school leader, she focused on "making the place feel and look like a school" by establishing a culture of respect. In her second-year as school leader, she is focused on ensuring teachers' instruction is intentional and that they are reflective about their instructional practice. To track progress towards this year's goals, she hopes next year to leverage TAP evaluations to establish personal professional growth plans for every teacher. As described in previous sections, while the school leader has the appropriate vision and demonstrated capacity to drive school improvement, more often than not the implementation of efforts to meet these visionary objectives has been sporadic in terms of fidelity. In order to fulfill these goals, she will need support from the district to enforce and uphold expectations of faculty around lesson and unit planning as well as classroom and school behavioral norms.

3.3c – Minimal evidence exists that decisions are made and plans developed on the basis of rigorous monitoring and evaluation.

As the previous two sections describe, the implementation of school improvement initiatives have, to date, not resulted in measurable and discernable growth in three critical areas –

school culture, instructional quality and teaching culture. Upon the initiation of the School Improvement Grant, EVSC and GLA partnered with Diehl Consulting to provide rigorous, ongoing data collection, analysis, and reporting on the quality of education provided to students at the school. Representatives from Diehl Consulting have completed several comprehensive reports highlighting the school's progress towards their goals under the Transformational Turnaround Model, while also identifying initiatives where additional intervention and strategic planning are necessary. Although this data is a tool for district and school leadership to use, restrictions and limitations, as well as misaligned data have resulted in a failure to proactively address several of the targeted initiatives identified in the reports. For example, although the transformational turnaround plan calls for refining the lesson planning protocols to ensure differentiation, intentionality around student engagement and culturally responsive teaching, GLA teachers are not required to submit lesson plans for review by the instructional leadership team. This lack of accountability has seemingly led to only 42% of teachers agreeing that the staff has a shared understanding related to instructional practice, as illustrated in the September, 2011 Key Findings Report by Diehl Consulting.

Given the crucial role instructional planning plays in data driven instruction and student engagement, not being able to require teachers to submit lesson plans is symptomatic of a broader issue – the leadership team's inability to ensure teachers are all on the same page instructionally. Additionally, while Diehl consulting reports a significant increase in teacher reflection of their instructional practices and teacher use of student data on a consistent basis, the expected improvements in student achievement that often accompany such increases in best practices failed to materialize. In short, just because the data exists does not mean the results will automatically follow. The absence of accountability structures to review whether teachers are effectively reflecting and/or incorporating data into their instructional planning eliminates the potential opportunity to build off of the momentum illustrated by the survey conducted after the professional development workshop during the 2010–2011 school year.

TAP is the exception to this phenomenon given its built-in structures and systems for monitoring and evaluating teachers' instructional quality. However, given the issues related to the launch of TAP described in earlier sections, these protocols are not yet available to ensure teachers' instructional practices are monitored and evaluated rigorously. For school culture, while initiatives have been put in place to address concerns around bullying and suspension rates, formal methods to track their effectiveness do not exist. The absence of such monitoring and evaluation of existing efforts to strengthen the school's behavioral culture, coupled with the preponderance of concerns expressed about student bullying in particular, must be addressed by the school leader.

Part 4: Summary of Findings

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Glenwood Leadership Academy

November 15-16-2011

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Rating Description

The TAT uses the following rating as the School Quality Rubric. The school is rated on a 1-4 scale in each of the three domains with 4 being the highest.

1	Red	Unacceptable	The school shows no attempt to meet the standard
2	Orange	Poor	The school has made minimal progress towards the standard
3	Yellow	Fair	The school is making progress towards the standard
4	Green	Acceptable	The school meets the standard

The goal is that the school receives a rating of 4 (GREEN) for the school to be considered as performing that element to an acceptable level. The 4 rating indicates the school meets the standard.

		Finding			
		1-Unacceptable No evidence	**2-Poor** Minimal evidence	**3-Fair** Present but limited and/or inconsistent	**4-Acceptable** Routine and consistent
Domain 1: Readiness to Learn			X		
1.1: Safety, Discipline, Engagement				X	
Is the school culture environment safe and conducive to learning?					
1.1a	Students are effectively encouraged to behave well, relate well to others and to have positive attitudes toward learning.		X		
1.1b	Classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations.				X
1.1c	School routines and rules are implemented consistently and communicated clearly to students, parents, and staff.	X			
1.1d	The school has effective measures for promoting good attendance and eliminating truancy and tardiness.				X
Do students feel secure and inspired to learn?					
1.1e	A robust core program ensures that students develop key learning and personal skills.		X		
1.1f	The school provides a well-rounded curriculum and enrichment activities, adding interest and relevance.		X		
1.1g	Career education and personal goal setting are used to raise student aspirations & motivation.				X
1.2: Action Against Adversity			X		
Does the school directly address students' poverty-driven challenges?					
1.2a	The school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.			X	
1.2b	The school addresses the needs of families so that they can better support student learning.			X	
1.2c	The school develops students' skills, behaviors, and values that enable them to effectively advocate for themselves.		X		
1.3: Close Student-Adult Relationships			X		
Do students have positive and enduring mentor/ teacher relationships?					
1.3a	The school works with parents to build positive relationships and to engage them as partners in their children's learning		X		
1.3b	The school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.			X	

		Finding			
		1-Unacceptable No evidence	**2-Poor** Minimal evidence	**3-Fair** Present but limited and/or inconsistent	**4-Acceptable** Routine and consistent
Domain 2: Readiness to Teach			X		
2.1: Shared Responsibility for Achievement			X		
Does the school have a strong organizational culture, characterized by trust, respect, and mutual responsibility?					
2.1a	The principal ensures that there is a strong accountability for student achievement throughout the school		X		
2.1b	The staff feels deep accountability and a missionary zeal for student achievement.		X		
2.1c	A shared commitment to a vision of the school which includes challenging goals for all students		X		
2.1d	The school corporation drives the accountability agenda.			X	
2.2: Personalization of Instruction			X		
Are diagnostic assessments used frequently and accurately to inform?					
2.2a	The school utilizes a coherent system to provide detailed tracking and analysis of assessment results.			X	
2.2b	Teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.		X		
2.2c	Teachers give feedback to students; involve them in the assessment of their work and in the setting of achievement goals.		X		
2.2d	The schedule is used flexibly to ensure that individual student needs are met effectively.			X	
2.2e	The overall impact of planning, instruction and assessment leads to effective student learning.		X		
2.3: Professional Teaching Culture			X		
Does the professional culture promote faculty and staff participation?					
2.3a	The faculty works together, incessantly and naturally to help each other improve their practice.		X		
2.3b	The principal uses classroom observation and the analysis of learning outcomes to improve teaching and learning.		X		
2.3c	Professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.			X	

	Finding			
	1-Unacceptable No evidence	**2-Poor** Minimal evidence	**3-Fair** Present but limited and/or inconsistent	**4-Acceptable** Routine and consistent
Domain 3: Readiness to Act			X	
3.1: Resource Authority			X	
Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money, and program?				
3.1a The principal has the authority to select and assign staff to positions in the school without regard to seniority.			X	
3.1b The school has developed adequate human resource systems.			X	
3.1c The principal has the authority to implement controversial yet innovative practices.				X
3.1d The school corporation enables the principal to have the freedom to make decisions.			X	
3.1e The school corporation directs resources, including staffing, to schools differentiated on the basis of need.			X	
3.2: Resource Ingenuity			X	
Is the principal adept at securing additional resources and leveraging				
3.2a External partnerships have been strategically developed to engender academic improvement.			X	
3.2b The community is encouraged to participate in the decision making and improvement work of the school		X		
3.2c The principal promotes resourcefulness and ingenuity in order to meet student needs.			X	
3.2d School corporation has district-wide structures and strategies to maximize external resources.				X
3.3: Agility in the Face of Turbulence			X	
Is the principal flexible and inventive in responding to conflicts and challenges?				
3.3a The principal has the capacity to ensure school improvement.			X	
3.3b The principal provides competent stewardship and oversight of the school.			X	
3.3c Decisions are made & plans developed on basis of rigorous monitoring and evaluation.		X		

Part 5: Recommendations

The Technical Assistance Team offers the following recommendations based on its review of documents, interviews, school and classroom observations, and conducting of focus groups.

Domain 1: Readiness to Learn

- **Principal Recommendations**

    o Establish, clearly communicate to student and families, and consistently enforce school routines and rules (1.1c)

    o Parent and community outreach efforts are systematized and delivered in a frequent and ongoing manner, centered around strategies for supporting students' learning (1.3a)

- **Supplementary Recommendations**

    o Positive behavior reinforcement strategies and systems, particularly mentoring programs for young men, are needed (1.1a)

    o Curricula need to be vertically and horizontally aligned to "power" standards (1.1e)

    o Extracurricular programs need to be augmented in terms of offerings and in terms of aligned to students' demonstrated academic and personal needs (1.1f)

Domain 2: Readiness to Teach

- **Principal Recommendations**

    o Planning, instruction and assessment are conducted in an iterative manner across the faculty to ensure instruction is intentionally tied to a standards-driven scope and sequence as well as students' assessment data (2.2e)

    o Classroom observations must occur on a regular and ongoing based, driven by the TAP rubric, with meaningful, actionable feedback provided to teachers (2.3b)

- **Supplementary Recommendations**

    o Leveraging TAP and PLCs, faculty must work together to both improve the school's overall instructional quality as well as the rigor and relevance of the curriculum (2.3a)

    o Demonstrated commitment to the school leader's vision and goals for the school must permeate throughout the entire faculty and staff (2.1b)

Domain 3: Readiness to Act

- **Principal Recommendations**

    - The principal must have the flexibility to counsel out faculty who do not meet expectations around intentional lesson planning and other foundational instructional needs (3.1a, 3.1d)

- **Supplementary Recommendations**

    - The principal must create, monitor and revise school improvement initiatives in a consistent and thorough manner, especially pertaining to those initiatives aligned to well-documented areas for improvement at GLA (3.2c, 3.3c)

    - Community stakeholders must be leveraged in meaningful ways to drive school improvement decisions and initiatives (3.2b)